

**Minutes of the Meeting of the Local Governing Board of Wolfreton
Conference Room on Monday 01 November 2021 at 17:00**

GOVERNORS PRESENT:

Mrs S Milner (Chairperson, SM), Mr D Gath (DG), Miss S Kukuc (Headteacher, SK), Mr A Paffley (AP), Miss H Power (HP), Mr K Woodcock (KW)

ALSO IN ATTENDANCE:

Mrs R Appleyard (RA), Mr D Brooke (DB), Mr M Carruthers (MC), Mrs L Craxton (Clerk, LC), Mrs L Warnett (LW)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

16 WELCOME AND INTRODUCTIONS

SM welcomed everyone to the meeting and introduced Damian Gath as the new Trust Appointed Governor and David Brooke as a guest Governor from Winifred Holtby Academy who was visiting the LGB to gain an insight into safeguarding practices

All present gave a brief introduction of themselves

17 APOLOGIES

Apologies had been received from Mr P Matthews

Resolved: That consent was given for the absence of the above-named Governor

No apologies had been received from Mr R Whitlam

ACTION: LC to follow up with RW regarding his absence from the LGB

18 DECLARATIONS OF INTEREST

RW still to return the forms. LC to forward forms to DG for completion

ACTION: LC to follow up with RW for the return of completed PI & DC forms

19 LGB MEMBERSHIP

After the September meeting, RW volunteered to be Vice-Chair for 2021/2022

SM had agreed that RW should step down as PP Link to allow full focus as V-C. DG volunteered to be the new PP Link for 2011/2022

Resolved: All Governors present approved RW's appointment as Vice-Chair and DG's appointment as PP Link

Vice-Chair 2021/2022: R Whitlam

PP Link: D Gath

20 MINUTES OF THE LAST MEETING (20 September 2021)

Spelling errors were corrected on pages 5, 6 & 7

Resolved: Once the above corrections had been made, the minutes were confirmed as a correct record and are to be signed by the Chair, SM

21 MATTERS ARISING FROM THE MINUTES

ACTION: LC to follow up with KW regarding his absence from the LGB **Completed**

ACTION: LC to email all Governors who did not return their DC & PI forms at the meeting **See minute 18**

ACTION: SK to set up working party with AP, HP & KW to bring the E-Safety Policy up to standard **Carried Forward**

ACTION: SM to forward spelling and grammatical errors to SP for updating the Admissions Policies **Completed**

ACTION: LC to feedback to the LGB the destinations of the DA post-6th Form, once LT has collated the data **Completed**

ACTION: All Link Governors to complete ONE visit by the end of the Autumn term and complete the Link visit form **See minute 28**

ACTION: LC to contact all Governors once NGA have updated the 'Safeguarding: A Governor's Role' module with the latest guidance from KCSiE 2021 **See minute 27**

ACTION: All Governors to complete the Skills Audit matrix by 30 September 2021 **See minute 27**

22 HT SUMMARY OF THE FIRST HALF TERM & SAFEGUARDING UPDATE

22a Safeguarding Update – M Carruthers

MC delivered a comprehensive safeguarding update to the LGB

- Main points included peer on peer abuse, Incels, online safety, Prevent Duty & FGM and the updates to KCSiE 2021
- SEN are vulnerable to peer on peer abuse
- All school staff have been asked to complete the National College training on online safety
- Smoothwall filters are in place
- The guidance is designed to promote healthy discussions surrounding these topics
- Legal responsibility to report FGM violations

- The Trust Code of Conduct promotes a safe environment for all

Rachel Moulding has been appointed as Safeguarding & Inclusion Manager and will also take over the role of DDSL in time

- 9 children currently subject of a Child Protection Plan
- 9 children currently subject to a Child in Need Plan
- 39 children logging safeguarding concerns
- 6 referrals made to the Early Help and Safeguarding Hub (EHaSH)
- 2 full Child Protection referrals made to EHaSH
- 7 Operation Encompass alerts received
- 6 learners currently LAC with 6 PEPs in place

Q: (KW) Is there any evidence the culture is changing with peer-on-peer abuse?

MC: We track everything throughout the year and the number is very low. Historically we have 1 or 2 events a year and, although one is one too many, the number is decreasing. We hold PSHE assemblies and have always taken a strong stance against any form of abuse

Q: (AP) What is the highest risk in our community?

MC: Gang culture, criminal exploitation in gangs and 'white supremacy'. Numbers are still low but it's there. Mental health also remains a big concern

Q: (AP) As online issues grow, what are the protocols for seizing media images?

MC: We need to follow the Search & Confiscation Policy. Images are stored on a USB and CPOMS under restricted access. Indecent images are never stored on CPOMS

Q: (KW) Could it be a role for the school or the Trust to educate parents?

MC: Elements have already gone out in the parental bulletins and I'll bring this up at the next DSLs meeting

C: (HP) It could be a language issue; the words children use now may not be familiar to parents

C: (MC) I agree and there is always the concern children are being influenced without realising

Q: (DB) Are staff up to date with policies and documents?

MC: Yes, and we can monitor their progress with The National College and hand out paper copies where needed

22b Headteacher Summary of the First Half-Term

Learner and Staff Wellbeing

- Vast majority of students have settled well
- A recent student voice survey showed positive results across many areas including feeling safe in school, help from teachers and encouragement from staff to look after both physical and mental health
- The removal of bubbles has been greatly received
- Additional planning and prep time allocated to support wellbeing

C: (KW) The student voice survey shows more children feel supported with physical health than mental health

MC: That is under constant review. We are always looking at ways to encourage the students to feel comfortable speaking about their mental health

C: (SK) It's also good to note we have put 2 hours of PE per week back into the curriculum and PSHE is now a timetabled lesson

Q: (DG) Staff dealing with bullying is also not 100%, is there anything in place to encourage the students to come forward?

MC: They are supported by Heads of House and in assemblies we are constantly building on those relationships to make them feel safe coming forward to report bullying

Q: (SM) What about the vulnerable children?

MC: The number is lower than last year and we are working with the Year 7s, building on our relationships with them. On the whole, our students are very good at talking to us

Q: (SM) Has there been a change in issues since lockdown?

MC: Yes, we have seen a rise in anxiety issues

Attendance

- Attendance remains above national and, up to 21/10, was 91.2% (national 87.6%)
- PP attendance up to 21/10 was 87.8%, SEN was 88.3% and EHCP was 89.7%
- Individual isolation and Covid cases have impacted negatively on the figures

Q: (KW) Will we see attendance figures for 6th Form in the future?

SK: Yes, the next meeting will cover all years, 7 to 13

Q: (KW) Will this be home school 6th Formers?

SK: Yes, but we will look closely at the issues facing travelling 6th Formers. All issues relevant to 6th Form will be covered

MC left the meeting at 18:03

23 REVIEW IMPACT OF PUPIL PREMIUM STRATEGY 2020/2021

LW gave an overview of the 2020/2021 PP Strategy

Quality first teaching		
Intended outcome: Improve the quality of teaching and have a 'very effective' teacher in every classroom by the end of year 3.		£19 000
Approach: CPDL, Teaching and Learning Resources, TLR 3 in Maths.		
Impact	Lessons Learned	
CPDL and Teaching and Learning Resources Staff Feedback on CPDL via survey shows:		
	% good/very good	Average score 1-4 scale
Usefulness of session	77%	2.02
Usefulness of resources	79%	2
Impact on practice	77%	2.02
Trialled new resources	88%	n/a
The CPDL Programme was effective despite the need to host some sessions remotely. The content was evidence informed and the ped team used literature to frame the content. Additional CPDL support was added for Blended Learning and the wider staff body embraced the developments in this area through mutual support and networking more widely. Staff shared good practice through the Teaching and Learning Bulletin and TCAT Teach Meet which collectively impacted on provision.		The themes have been rolled forward to continue in more depth to allow staff time to embed their learning and put this into practice. Time was allocated for Joint Practice Development and when well-structured this led to a positive impact in the classroom. Faculty Leaders have been asked to structure this more for the coming year and there is an increase in sessions to

<p>Parental feedback on remote learning was strong and improved significantly between lockdown 1 and 3.</p> <p>The introduction of T and L books has escalated, and the library of materials has expanded with a specific focus on the key themes of the learning principles and teaching to the top. We are developing a culture of research led development – staff are borrowing books from the T and L library linked to their own pedagogy as well as using this as a tool for Joint Practice Development with colleagues. This has been particularly beneficial with NQTs but also with targeted support in key areas including the Durrington Principles, behaviour management with ‘Running the Room’ and ‘Retrieval Practice’. Learning has been seen in lesson reviews and learning walks when colleagues are using techniques and strategies they have read and applied in their own classroom. It is evident in lessons that the professional learning has been applied as there are examples of effective retrieval practice, focus on independent skills and confidence with managing behaviour. Most colleagues have continued on their strand for deeper thinking and development. Learning Walk data shows “Student engagement is good in lessons”.</p> <p>TLR 3 in Maths:</p> <p>Additional leadership responsibility was prioritised to continue the acceleration of progress in maths. Additional funding allowed a year leader approach for a second year. The impact of this is evident in lessons where the quality of teaching is strong, as well as in outcomes.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">9 – 4</th> <th colspan="3">9 - 5</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>Gap</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>56</td> <td>71</td> <td>-15</td> <td>25</td> <td>47</td> <td>-22</td> </tr> <tr> <td>2020</td> <td>62</td> <td>79</td> <td>-17</td> <td>40</td> <td>55</td> <td>-15</td> </tr> <tr> <td>2021</td> <td>68</td> <td>79</td> <td>-11</td> <td>51</td> <td>59</td> <td>-8</td> </tr> </tbody> </table>		9 – 4			9 - 5			PP	Non PP	Gap	PP	Non PP	Gap	2019	56	71	-15	25	47	-22	2020	62	79	-17	40	55	-15	2021	68	79	-11	51	59	-8	<p>allow greater collaborative working.</p>
		9 – 4			9 - 5																														
	PP	Non PP	Gap	PP	Non PP	Gap																													
2019	56	71	-15	25	47	-22																													
2020	62	79	-17	40	55	-15																													
2021	68	79	-11	51	59	-8																													

Targeted academic support	
<p>Intended outcome: Increase the reading ages of students. Approach: Lexonik and Lexia programmes</p>	£8 462
<p>Intended outcome: Increase English and Maths outcomes and reduce the gap between PP and non-PP Approach: 2 x Yipiyap, smaller class sizes (English only due to COVID) and small group intervention in Maths.</p>	£63 302
Impact	Lessons Learned
<p>Lexonik Sound Training:</p> <ul style="list-style-type: none"> • Average gain in reading age in months group 1 = 21 • Average gain in reading age in months group 2 = 8 <p>Lexia: <u>Year 7:</u></p> <ul style="list-style-type: none"> • Word Study – 13% moved into next level • Grammar – 6% moved into next level • Comprehension – 19% moved into the next level <p><u>Year 8:</u></p>	<p>Lexonik will continue for Y7 students.</p> <p>Lexia is being used in SEN. Once we have the reading ages of Y7 students we may consider alternative interventions such as 1:1 reading,</p>

Signed by the Chair: 

<ul style="list-style-type: none"> • Word Study – 11% moved into next level • Grammar – 0% moved into next level • Comprehension – 24% moved into the next level • This data shows gaps are closing and impact is being seen on student ability in the areas targeted (word, grammar and comprehension). <p>SEND: Work concentrated on comprehension, decoding and inference as a priority. This decision was made as our SEND students were retested on their return, and their reading ages had dropped. TAs were taught how to organise online meetings with their key students, and they did so. They fed back to SENDCo and the relevant teachers. They also took this opportunity to revisit lessons where the students had struggled with concepts or pace. TAs received training on PACE delivery, autism and Tourette's, which now means they can support students better and with a more personalised approach. Personalised work was sent home to students who struggled with the pace and coverage delivered via the internet. PP students also accessed 1:1 tuition weekly in Maths and English.</p> <p>Maths outcomes (impact of small group intervention):</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">9 - 4</th> <th colspan="3">9 - 5</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>Gap</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>56</td> <td>71</td> <td>-15</td> <td>25</td> <td>47</td> <td>-22</td> </tr> <tr> <td>2020</td> <td>62</td> <td>79</td> <td>-17</td> <td>40</td> <td>55</td> <td>-15</td> </tr> <tr> <td>2021</td> <td>68</td> <td>79</td> <td>-11</td> <td>51</td> <td>59</td> <td>-8</td> </tr> </tbody> </table> <p>English outcomes (impact of small class sizes):</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">9 - 4</th> <th colspan="3">9 - 5</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>Gap</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>58</td> <td>82</td> <td>-24</td> <td>42</td> <td>62</td> <td>-20</td> </tr> <tr> <td>2020</td> <td>67</td> <td>85</td> <td>-18</td> <td>54</td> <td>71</td> <td>-17</td> </tr> <tr> <td>2021</td> <td>74</td> <td>89</td> <td>-15</td> <td>56</td> <td>74</td> <td>-18</td> </tr> </tbody> </table>		9 - 4			9 - 5			PP	Non PP	Gap	PP	Non PP	Gap	2019	56	71	-15	25	47	-22	2020	62	79	-17	40	55	-15	2021	68	79	-11	51	59	-8		9 - 4			9 - 5			PP	Non PP	Gap	PP	Non PP	Gap	2019	58	82	-24	42	62	-20	2020	67	85	-18	54	71	-17	2021	74	89	-15	56	74	-18	<p>phonics support.</p> <p>SEND support will continue this year.</p> <p>Maths interventions will take place from Jan onwards. This is to ensure consistency of high-quality teaching and learning whilst a member of staff is on paternity leave.</p> <p>Small classes in English will continue in Y10 this year, but Y11 have stayed as 10 classes, which they had to do when in Y10 due to Covid classroom constraints. The English team believe the continuity of staffing from Y10 into Y11 outweighed the benefits of the small classes.</p>
		9 - 4			9 - 5																																																																
	PP	Non PP	Gap	PP	Non PP	Gap																																																															
2019	56	71	-15	25	47	-22																																																															
2020	62	79	-17	40	55	-15																																																															
2021	68	79	-11	51	59	-8																																																															
	9 - 4			9 - 5																																																																	
	PP	Non PP	Gap	PP	Non PP	Gap																																																															
2019	58	82	-24	42	62	-20																																																															
2020	67	85	-18	54	71	-17																																																															
2021	74	89	-15	56	74	-18																																																															
<p>Wider Strategies</p>																																																																					
<p>Intended outcome: PP attendance increases and Persistent Absence decreases for PP students. Approaches: Attendance and Welfare Manager 2.5 days plus Class Charts Attendance Module.</p>	<p>£16 321</p>																																																																				
<p>Impact</p>	<p>Lessons Learned</p>																																																																				
<p>Attendance: Attendance responses/identification</p> <ul style="list-style-type: none"> • 2 Students referred to Educational Welfare Service • 27 students on Attendance Support Plans (APS's) • 7 moving towards a Governors support plan (GSP) 	<p>Attendance: We continue to fund the both the Attendance and Welfare Manager and the ClassCharts Attendance Module.</p>																																																																				

Signed by the Chair: 

<ul style="list-style-type: none"> • 20 engaging with Attendance Support Plans • 7 Students on Attendance Support Plans – extensions given due to mitigating circumstances E.g. - significant and medically supported illness. • 4 students at pre-legal stage (Governor Support Plans) prior to referral to Educational Welfare Service. • Significant support in place due to COVID concerns. • Weekly data tracking and review at SLT level. <p>Attendance comparisons PP attendance in 2020-21 = 87.5% National PP attendance cumulative last 42 weeks = 85%</p>	This year there will be a focus on refining the role of the Attendance and Welfare Manager to further streamline strategies to specifically improve PP attendance.	
<p>Intended outcome: Improve Pupil Premium attitudes to learning and behaviour. Approach: Behaviour Manager 3 days removed and replaced with 2 days / week TA support for SMASH; Class Charts Behaviour Module.</p>		£14 837
<p>Impact</p>	<p>Lessons Learned</p>	
<p>Behaviour:</p> <ul style="list-style-type: none"> • The average number of PP students reaching sanction levels of detention or isolation has reduced to 4.49 from 6.66 (2019/20). • The percentage number of students has reduced to 44.21% from 46.85% (2019/20). • FTE have reduced for FSM students to 13.07% from 24.24% (2019/20) <p><u>Individual Impacts:</u> Year 7 – One child presented with significant behavioural challenges at transition. Following 2 FTE during the first term, strategies were implemented including a HUB placement. Following intervention, there have been no further FTE to date. Year 8 – One male student presenting with challenging behaviour was supported through a range of strategies to address behaviours. Ultimately, the external award of an ECHP resulted in changed school provision to meet the individual’s needs. Year 11 – One female student at risk of PEx received support with anger. FTE reduced to 2 (2020/21) from 3 (2019/20).</p>	<p>Behaviour: The introduction of the revised Positive Discipline Policy and the tracking using ClassCharts has improved behaviour as demonstrated in the data. This has resulted in there no longer being a need for a Behaviour Learning Manager to staff a separate learning room. Developing breadth of support for more complex needs through targeted interventions including the TCAT Mental Health Support Worker, SMASH and specialist input where required has become a more apparent need and will be a focus for 2021/22.</p>	
<p>Intended outcome: Ensure all PP students have support to access equipment and resources access college courses and receive careers advice to impact on NEETs and course completion. Approaches: Pupil Premium Pastoral Manager, Vocational Learning Manager, Careers Advisor, The Hub</p>		£27 335
<p>Approaches: Opportunities Fund, Peripatetic Music support, Digital Theatre resource</p>		£7 000
<p>Impact</p>	<p>Lessons Learned</p>	

<p>CEIAG: All student received at least one careers interview. Four students received more than one careers interview in school. Destination data is still incoming but has always been incredibly positive and any students that are NEET are always supported post-16.</p>	<p>CEIAG: A valuable resource that will continue. We are exploring support earlier in the school to maintain high aspirations for all students.</p>
---	--

Q: (KW) 13% have moved to the next level with Lexia, is this a good figure?

SK: Yes, all students have made progress but have not necessarily moved up a level

C: (SM) Attendance must have had a great impact on the outcomes and these stats show good work is working

C: (LW) In 2019, we looked at attendance against the data but have not done so with CAG data. Going forward we will once again be able to compare and look at bespoke strategies for PP students

Q: (SM) Is there a Trust forum where things like this can be discussed?

LW: Sarah Young, TCAT Director of Education Services, leads meetings with SLTs

C: (SK) HTs also get together and talk about strategies

Q: (SM) What would you say has had the biggest impact overall?

SK: Attendance. Once they are in school we can deliver the quality education they deserve

C: (LW) We are also planning to roll out reading intervention to Year 10 as at present, My Tutor come in for Year 11

Q: (DG) Is literacy significantly lower after the lockdowns?

LW: We tested them last term and the results will be ready soon

C: (SK) Reading is one of our core strategies and lockdown did have a huge impact on progress

24 RATIFY PUPIL PREMIUM STRATEGY 2021/2022

Summary Information for PP Strategy 2021/2022			
Academic year	2021/2022	Number of students	1510
PP funding allocation this academic year	£207 275	Number of students eligible for PP	233 (15.1%)
Recovery premium funding allocation this academic year	£30 015	Catch-up funding carried forward	£28 772
School Led Tutoring Grant	£25 110	Total PP budget	£291 172

Planned spending this academic year:

- Quality First Teaching – budgeted cost: £10 000
- Targeted Academic Support – budgeted cost: £186 524
- Wider Strategies – budgeted cost: £80 036

Resolved: The Pupil Premium Plan for 2021 – 2022 was approved and is now to be published on the website

25 REVIEW OF CATCH-UP FUNDING PLAN

- £107 520 received in total
- GCSE Pod, Lexia, My Tutor and Tassomai used for targeted academic support
- 12 students in Year 9 to take part in the 'Brilliant Club'
- 200 laptops issued to assist with online learning
- Maths My Tutor – average grade increase of 0.58
- Pearson English – average final assessment score improved from 37% to 64%
- Geography & History tutoring impact – average increase of 0.56 in Geography & 1.2 in History

C: (AP) Access problems to online learning still exist, we mustn't lose sight of this

C: (LW) All PP students have now been set up with a device at home

Q: (DG) All devices have a limited lifespan, will replacements be offered?

DB: No, this is a one-off device allocation

Q: (HP) How do you measure if the laptops are actually making a difference

LW: Their homework and assignments will inform us if they are using them

LW left the meeting at 18:30

26a ACADEMY DEVELOPMENT PLAN – Key focus areas

1. Embed strong leadership at all levels
2. Further develop teaching to the top
3. Improve reading outcomes for all groups

C: (AP) This document is much more user friendly

Q: (SM) Is the success criteria realistic at 100%?

SK: We wanted it to be ambitious from the very start and if we don't achieve 100% success we go back and look at why. We have also included 3-year priorities so we can track our progress and see where we are going

26b SELF EVALUATION UPDATE

- **Overall judgement is 2**
- **Quality of Education judged as 2.** The curriculum remains ambitious and is broad and balanced
- **Behaviour & Attitudes judged as 2.** Data confirms behaviour is good and improving. FTE is below national as is FTE for PP & SEND
- **Personal Development judged as 2.** Careers provision is effectively supported through the PSHE curriculum with Post-16 destinations data remaining strong
- **Leadership & Management judged as 2.** Five former trainees have been appointed to promoted posts in the school. Leaders are ambitious and engage effectively with students
- **6th Form Provision.** Retention is strong with 96% in 2020 & 97% in 2021 retained on the courses they commenced and attendance is stable at 95%

27 GOVERNORS TRAINING AND SUPPORT

NGA Learning Link

To date, only DG & PM had completed the NGA Safeguarding Module (2021). All others were asked to complete it before the next meeting.

Skills Matrix

Only one governor has completed the Skills Matrix. LC urged all others to complete it as soon as possible.

ACTION: LC to resend link to the updated Safeguarding: A Governors Role (2021) module for completion before the next meeting

ACTION: LC to forward the template for the Skills Matrix to all outstanding governors for immediate completion

28 GOVERNOR VISITS TO SCHOOL

SM had conducted a Safeguarding Link visit with M Carruthers on 06 October 2021. No concerns were raised

ACTION: DG & HP to conduct a Link visit before the end of term and forward completed Visit report Form to LC for filing

29 RISK REGISTER

SK explained the purpose of the RR as some governors were unsure of how they would manage their input

Q: (SM) The SCR (single central record) is not listed as a risk. why?

SK: That's a good thing. We do annual SCR checks and any gaps identified would be placed on the Register so no entry equates to no issues with the SCR

C: (SK) Certain aspects of the RR are confidential at this time

30 DATE OF NEXT MEETING

Monday 13 December 2021, 17:00

31 AOB

None

32 ACTION POINTS

32a ACTION: LC to follow up with RW regarding his absence from the LGB (**minute 17**)

32b ACTION: LC to follow up with RW for the return of completed PI & DC forms (**minute 18**)

32c ACTION: SK to set up working party with AP, HP & KW to bring the E-Safety Policy up to standard (**minute 21**)

32d ACTION: LC to resend link to the updated Safeguarding: A Governors Role (2021) module for completion before the next meeting (**minute 27**)

32e ACTION: LC to forward the template for the Skills Matrix to all outstanding governors for immediate completion (**minute 27**)

32f ACTION: DG & HP to conduct a Link visit before the end of term and forward completed Visit report Form to LC for filing (**minute 28**)

Part A finished at 18:35 & DB left the meeting